

Big Idea/Structure in the Arts (1) Reporting Category		
Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media, and subject matter that impact artistic products, and specific styles and genre that provide a context for creating works. It is the artist's choice of these in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret, or critique artworks from other artists, cultures, and historical periods.		
6 th Grade	7 th Grade	8 th Grade
Music		
<p>AH-06-1.1.1 Students will identify or describe the use of elements in a variety of music. DOK 2 Elements of Music: <u>Rhythm</u> - syncopation, time signature (2/4, 3/4, 4/4), rhythmic durations (whole, half, quarter, eighth, sixteenth notes and rests, dotted half note and dotted quarter note) <u>Tempo</u> - Allegro, Moderato, Largo <u>Melody</u> - melodic phrase, treble clef sign, pitch notation: letter names on grand staff, natural sign ν, sharp sign #, flat sign ϕ <u>Harmony</u> - triads (chords) <u>Form</u> - AB, ABA, call and response <u>Timbre (tone color)</u> - distinctive sounds of instruments and voices (see 1.1.2). <u>Dynamics</u> - crescendo, decrescendo, dynamic markings/symbols: pp, p, mp, mf, f, ff, <, ></p>	<p>AH-07-1.1.1 Students will analyze the use of elements in a variety of music. DOK 3 Elements of Music: <u>Rhythm</u> - syncopation, time signature (2/4, 3/4, 4/4), rhythmic durations (whole, half, quarter, eighth, sixteenth notes and rests, dotted half note and dotted quarter note) <u>Tempo</u> - Allegro, Moderato, Largo <u>Melody</u> - melodic phrase, treble clef sign, pitch notation: letter names on grand staff, natural sign ν, sharp sign #, flat sign ϕ <u>Harmony</u> - triads (chords) <u>Form</u> - AB, ABA, call and response <u>Timbre (tone color)</u> - distinctive sounds of musical instruments and voices (see 1.1.2). <u>Dynamics</u> - crescendo, decrescendo, dynamic markings/symbols: pp, p, mp, mf, f, ff, <, ></p>	<p>AH-08-1.1.1 Students will compare or evaluate the use of elements in a variety of music. DOK 3 Elements of Music: <u>Rhythm</u> - syncopation, time signature (2/4, 3/4, 4/4), rhythmic durations (whole, half, quarter, eighth, sixteenth notes and rests, dotted half note and dotted quarter note) <u>Tempo</u> - Allegro, Moderato, Largo <u>Melody</u> - melodic phrase, treble clef sign, pitch notation - letter names on grand staff, natural sign ν, sharp sign #, flat sign ϕ <u>Harmony</u> - triads (chords) <u>Form</u> - AB, ABA, call and response <u>Timbre (tone color)</u> - distinctive sounds of instruments and voices (see 1.1.2). <u>Dynamics</u> - crescendo, decrescendo, dynamic markings/symbols: pp, p, mp, mf, f, ff, <, ></p>
<p>AH-06-1.1.2 Students will identify instruments according to classifications. Family- brass, woodwind, string, percussion. Voices -soprano, alto, tenor, bass Folk- instruments used in folk music Orchestral- instruments used in contemporary orchestral settings</p>	<p>AH-07-1.1.2 Students will identify instruments according to classifications. Family- brass, woodwind, string, percussion. Voices -soprano, alto, tenor, bass Folk- instruments used in folk music Orchestral- instruments used in contemporary orchestral settings</p>	<p>AH-08-1.1.2 Students will identify instruments according to classifications. Family- brass, woodwind, string, percussion. Voices -soprano, alto, tenor, bass Folk- instruments used in folk music Orchestral- instruments used in contemporary orchestral settings</p>
<p>AH-06-1.1.3 Students will identify and/or explain various styles of music (gospel, Broadway musicals, blues, popular, marches, ballads).</p>	<p>AH-07-1.1.3 Students will identify and/or explain various styles of music (gospel, Broadway musicals, blues, popular, marches, ballads).</p>	<p>AH-08-1.1.3 Students will identify and/or compare various styles of music (gospel, Broadway musicals, blues, popular, marches, ballads).</p>

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Dance		
<i>AH-06-1.2.1 Students will identify or describe how elements of dance are used to express thoughts, ideas, and feelings in dance. DOK 2</i> <i>Elements of Dance:</i> <i>Space</i> - direction (forward, backward, right, left, up, down, diagonal), pathway (straight, curved,) levels (high, middle, low), shape (individual or group) <i>Focus</i> - audience (where viewer's eye is drawn), dancer (single focus-looking in the direction of movement, multi focus – changing head/eye focus during movements) <i>Size</i> - (use of size in given space, or range of motion); <i>Time</i> - (accent, rhythmic pattern, duration); <i>Force</i> - (heavy/light, sharp/smooth, tension/relaxation, bound/flowing) <i>Choreographic Form – (AB, ABA, call and response, narrative)</i>	<i>AH-07-1.2.1 Students will analyze how elements of dance are used to express thoughts, ideas, and feelings in dance. DOK 3</i> <i>Elements of Dance:</i> <i>Space</i> - direction (forward, backward, right, left, up, down, diagonal), pathway (straight, curved,) levels (high, middle, low), shape (individual or group) <i>Focus</i> - audience (where viewer's eye is drawn), dancer (single focus-looking in the direction of movement, multi focus – changing head/eye focus during movements) <i>Size</i> - (use of size in given space, or range of motion); <i>Time</i> - (accent, rhythmic pattern, duration); <i>Force</i> - (heavy/light, sharp/smooth, tension/relaxation, bound/flowing) <i>Choreographic Form – (AB, ABA, call and response, narrative)</i>	<i>AH-08-1.2.1 Students will compare or evaluate how elements of dance are used to express thoughts, ideas, and feelings in dance. DOK 3</i> <i>Elements of Dance:</i> <i>Space</i> - direction (forward, backward, right, left, up, down, diagonal), pathway (straight, curved,) levels (high, middle, low), shape (individual or group) <i>Focus</i> - audience (where viewer's eye is drawn), dancer (single focus-looking in the direction of movement, multi focus – changing head/eye focus during movements) <i>Size</i> - (use of big/small size in a given space, or range of motion); <i>Time</i> - (accent, rhythmic pattern, duration) <i>Force</i> - (heavy/light, sharp/smooth, tension/relaxation, bound/flowing) <i>Choreographic Form – (AB, ABA, call and response, narrative)</i>
<i>AH-06-1.2.2 Students will identify dances by: identifying theme (story), dance styles (e.g., ballet, jazz, tap, modern), characteristics of the style (e.g., tap- feet as rhythmic instrument, ballroom- partnering), and the use of the elements of dance.</i>	<i>AH-07-1.2.2 Students will identify and/or describe dances by: Identifying or describing theme (story), dance styles (e.g., ballet, jazz, tap, modern), characteristics of the style (e.g., tap- feet as rhythmic instrument, ballroom- partnering), and the use of the elements of dance.</i>	<i>AH-08-1.2.2 Students will compare and contrast dances by: comparing theme (story), dance styles (e.g., ballet, jazz, tap, modern), characteristics of the style (e.g., tap- feet as rhythmic instrument, ballroom- partnering), and the use of the elements of dance.</i>

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Drama		
<i>AH-06-1.3.1 Students will identify or describe the use of elements of drama in dramatic work. DOK 2</i> <i>Elements of drama.</i> <i>Literary elements - Plot structures (rising action, turning point, falling action), Suspense, Theme, Language, Style, Monologue, Dialogue</i> <i>Technical elements – Scenery (set), Sound, Lights, Make-up, Props</i> <i>Performance elements – Acting (e.g. character motivation and analysis, empathy), Speaking (e.g., breath control, projection, vocal expression and inflection, diction), Nonverbal expression (e.g., gestures, body alignment, facial expression, character blocking and movement)</i>	<i>AH-07-1.3.1 Students will analyze the use of elements of drama in dramatic works. DOK 3</i> <i>Elements of drama.</i> <i>Literary elements - Plot structures (rising action, turning point, falling action), Suspense, Theme, Language, Style, Monologue, Dialogue</i> <i>Technical elements – Scenery (set), Sound, Lights, Make-up, Props</i> <i>Performance elements – Acting (e.g. character motivation and analysis, empathy), Speaking (e.g., breath control, projection, vocal expression and inflection, diction), Nonverbal expression (e.g., gestures, body alignment, facial expression, character blocking and movement)</i>	<i>AH-08-1.3.1 Students will compare or evaluate the use of elements of drama in dramatic work. DOK 3</i> <i>Elements of drama.</i> <i>Literary elements - Plot structures (rising action, turning point, falling action), Suspense, Theme, Language, Style, Monologue, Dialogue</i> <i>Technical elements – Scenery (set), Sound, Lights, Make-up, Props</i> <i>Performance elements – Acting (e.g. character motivation and analysis, empathy), Speaking (e.g., breath control, projection, vocal expression and inflection, diction), Nonverbal expression (e.g., gestures, body alignment, facial expression, character blocking and movement)</i>
<i>AH -M6-1.3.2 Students will describe how the technical elements (staging, scenery, props, costumes, make-up, lighting, sound) communicate setting and mood.</i>	<i>AH-07-1.3.2 Students will describe how the technical elements (staging, scenery, props, lighting, sound, costumes, make-up) communicate setting and mood.</i>	<i>AH-08-1.3.2 Students will describe how the technical elements (staging, scenery, props, costumes, make-up, lighting, sound) communicate setting and mood.</i>
<i>AH-06-1.3.3 Students will explain how performance elements (acting, speaking, movement) can create a believable character.</i>	<i>AH-07-1.3.3 Students will explain how performance elements (acting, speaking, movement) can create a believable character.</i>	<i>AH-08-1.3.3 Students will explain how performance elements (acting, speaking, movement) can create a believable character.</i>
<i>AH-06-1.3.4 Students will identify and describe the types of stages (arena, thrust, proscenium).</i>	<i>AH-07-1.3.4 Students will identify and describe the types of stages (arena, thrust, proscenium).</i>	<i>AH-08-1.3.4 Students will identify and describe the types of stages (arena, thrust, proscenium).</i>

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6 th Grade	7 th Grade	8 th Grade
Visual Arts		
AH-06-1.4.1 Students will describe works of art using elements of art and principles of design. DOK 2 <u>Elements of Art:</u> <i>Line, Shape, Color properties (hue, value, intensity) and color schemes (monochromatic), Form, Texture, Space (positive/negative, perspective), and value (darkness or lightness, tints or shades)</i> <u>Principles of Design:</u> <i>Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement</i>	AH-07-1.4.1 Students will analyze works of art using elements of art and principles of design. DOK 3 <u>Elements of Art:</u> <i>Line, Shape, Color properties (hue, value, intensity) and color schemes (monochromatic), Form, Texture, Space (positive/negative, perspective), and value (darkness or lightness, tints or shades)</i> <u>Principles of Design:</u> <i>Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement</i>	AH-08-1.4.1 Students will compare or evaluate works of visual art using elements of art and principles of design. DOK 3 <u>Elements of Art:</u> <i>Line, Shape, Color properties (hue, value, intensity) and color schemes/groups (monochromatic), Form, Texture, Space (positive/negative, perspective), and value (darkness or lightness, tints or shades)</i> <u>Principles of Design:</u> <i>Repetition, Pattern, Balance (symmetrical/asymmetrical), Emphasis (focal point), Contrast (e.g., black/white, rough/smooth), Rhythm, Proportion, Movement</i>
AH-06-1.4.2 Students will identify a variety of art media and art processes. DOK 1 <u>Media (plural)/Medium (singular):</u> <i>Two dimensional - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, and pastel</i> <i>Three-dimensional - (Properties of media need to be known in order to respond to artworks). clay, papier-mâché, found objects (assemblages)</i> <u>Art Processes:</u> <i>Two-dimensional – drawing, painting, fiber art (e.g., fabric printing, stamping, tie dye), and printmaking</i> <i>Three-dimensional - ceramics, and sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</i>	AH-07-1.4.2 Students will describe a variety of art media and art processes. DOK 2 <u>Media (plural)/Medium (singular):</u> <i>Two dimensional - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, and pastel</i> <i>Three-dimensional - clay, papier-mâché, found objects (assemblages)</i> <u>Art Processes:</u> <i>Two-dimensional – drawing, painting, fiber art (e.g., fabric printing, stamping, tie dye), and printmaking</i> <i>Three-dimensional - ceramics, and sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</i> <u>Subject matter:</u> <i>representational (e.g. landscape, portrait, still life)</i>	AH-08-1.4.2 Students will compare or evaluate a variety of art media and art processes. DOK3 <u>Media (plural)/Medium (singular):</u> <i>Two dimensional - crayon, pencil, fabric, yarn, paint (tempera, watercolor), ink, and pastel</i> <i>Three-dimensional - clay, papier-mâché, found objects (assemblages)</i> <u>Art Processes:</u> <i>Two-dimensional – drawing, painting, fiber art (e.g., fabric printing, stamping, tie dye), and printmaking</i> <i>Three-dimensional - ceramics, and sculpture, fiber art (e.g., constructing with fiber, weaving, knitting, quilting)</i> <u>Subject matter:</u> <i>representational (e.g.</i>

Bold – State Assessment Content Statement

Italics – Supporting Content Statement

	<i>nonrepresentational (e.g. abstract, non-objective)</i>	landscape, portrait, still life) nonrepresentational (e.g. abstract, non-objective)
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Big Idea/Humanity in the Arts (2) Reporting Category

The arts reflect the beliefs, feelings, and ideals of those who create them. Experiencing the arts allows one to experience time, place, and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings, and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.

6 th Grade	7 th Grade	8 th Grade
Music		
<p>AH-06-2.1.1 Students will analyze or explain how diverse cultures and time periods affect music. DOK 3</p> <p>Cultures:</p> <p>Latin American – Blending of cultural traditions can create new traditions reflecting multiple cultures (Latin American characteristics reflected in music of United States e.g., clave rhythm, the popularity of Latin musical styles, such as Samba, Salsa, Cha-cha, etc., in the U.S. Spanish, influence on Mexican music (e.g. Mexican use of traditional Spanish musical instruments)</p> <p>Asian – Isolation of culture or region from outside influences results in a unique musical tradition (e.g. unique and distinctive sounds of traditional Asian music and instruments, e.g. Japanese Koto, Indian sitar, developed without influences from outside cultures)</p>	<p>AH-07-2.1.1 Students will analyze or explain how diverse cultures and time periods affect music. DOK 3</p> <p>Periods:</p> <p>Classical Greece – Presents the universal ideal of beauty through logic, order, reason, and moderation. (Pythagorean – music theory based on mathematical logic)</p> <p>Medieval – Appeals to the emotions and stresses the importance of religion. (Gregorian chant)</p>	<p>AH-08-2.1.1 Students will analyze or explain how diverse cultures and time periods affect music. DOK 3</p> <p>Cultures/Period:</p> <p>Early American through Civil War – European influence on American music (e.g., Baroque [Bach, Handel] Classical [Mozart, Beethoven]) their influence on Early American music) (e.g. European folk/ Early American folk, common musical instruments, etc.)</p> <p>African influence in American music resulting from the importation of slaves from West Africa</p> <p>African American work songs, gospel and spirituals, the use of elements of music to create new styles (e.g. call and response, polyrhythms, improvisation), the development of new American instruments such as the banjo</p>

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Dance		
<p>AH-06-2.2.1 Students will analyze or explain how diverse cultures and time periods affect dance. DOK 3</p> <p>Cultures:</p> <p>Latin American – Blending of cultural traditions can create new traditions Latin American dance characteristics reflected in American dance (e.g., clave rhythm, Samba, Salsa, Cha-cha, Tango)</p> <p>Asian – Isolation of culture or region results in a unique dance tradition (e.g. classical dance forms from India- Bharata Natyam, Kathak)</p>	<p>AH-07-2.2.1 Students will analyze or explain how diverse cultures and time periods affect dance. DOK 3</p> <p>Periods:</p> <p>Medieval – Appeals to the emotions and stresses the importance of religion. (e.g. development and history of Tarantella)</p>	<p>AH-08-2.2.1 Students will analyze or explain how diverse cultures and time periods affect dance. DOK 3</p> <p>Cultures/Period:</p> <p>Early American through Civil War - Folk/social dances based on European traditions (e.g. traditional folk and social dances, e.g. jig, reel, square dance, waltz)</p> <p>African American dances in the United States through the Civil War (e.g. plantation dances, dances performed by slaves based on African traditions)</p>

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Drama		
<p>AH-06-2.3.1 Students will analyze or explain how diverse cultures and time periods affect drama/theatre. DOK 3</p> <p>Cultures:</p> <p>Bunraku (also called Banraku) - Japanese puppet theatre (Historical development and characteristics - developed as an art by late 1600s, characteristics of music, storytelling, and sophisticated puppeteering)</p> <p>Native American and African influences on American storytelling</p>	<p>AH-07-2.3.1 Students will analyze or explain how diverse cultures and time periods affect drama/theatre. DOK 3</p> <p>Periods:</p> <p>Classical Greece and Rome – Presents the universal ideal of beauty through logic, order, reason, and moderation. (Development and characteristics Ancient Greek theatre and the continuation of Greek stories and styles in the Roman theatre)</p> <p>Medieval – Appeals to the emotions and stresses the importance of religion. (Morality plays - characters are personification of good and evil in a struggle for man's soul)</p>	<p>AH-08-2.3.1 Students will analyze or explain how diverse cultures and time periods affect drama/theatre. DOK 3</p> <p>Cultures/Period:</p> <p>Early American through Civil War – Characteristics of Colonial Theatre Theatre viewed as morally improper in early America by conservative religious groups (e.g. Puritans), rare amateur performances for small audiences</p> <p>Starting in early 1700's touring entertainers from England performed in the colonies, limited to urban areas due to patronage</p> <p>Professional theatre in America - in 1752, professionals from England enjoyed extended run performances and helped to establish professional theatre in the colonies and first permanent theatre building</p> <p>Revolutionary War – Continental Congress urged states to ban theatrical performances and other amusements because of war. After war a slow increase in theatre performance with westward expansion and improved transportation by river and railroad</p>

Bold – State Assessment Content Statement

Italics – Supporting Content Statement

		<p>Touring Stars – early 1800’s America favored productions featuring well known stars that toured the country</p> <p>The development and characteristics of melodrama in America (distinctly American tone using American stories and American characters e.g., Uncle Tom’s Cabin)</p>
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Visual Arts		
<p>AH-06-2.4.1 Students will analyze or explain how diverse cultures and time periods affect visual arts. DOK 3</p> <p>Cultures: Latin American – mural art (e.g. Diego Rivera and his influence on other mural artists) Asian – China (the evolution of ceramics)</p>	<p>AH-07-2.4.1 Students will analyze or explain how diverse cultures and time periods affect visual arts. DOK 3</p> <p>Periods: Classical Greece – Presents the universal ideal of beauty through logic, order, reason, and moderation. Western civilization was heavily influenced by Classical Greece. (architecture, sculpture, pottery) Ancient Rome – Continuation of Classical Greek traditions in the arts, advancement of architecture (Pantheon, Colosseum, arch, vault, dome) Ancient Egypt- Monumental structures (e.g., pyramids, sphinx), visual arts reflect religion and belief in immortality Medieval – Appeals to emotions and stresses the importance of religion. (Gothic and Romanesque architecture, basic characteristics and influence of Roman techniques)</p>	<p>AH-08-2.4.1 Students will analyze or explain how diverse cultures and time periods affect visual arts. DOK 3</p> <p>Cultures/Period: Early American through Civil War - European Neo-classical influences (architecture) Painting – inspired by the natural beauty of America, painters began to develop their own unique styles rather than borrow from Europe (Wildlife – e.g. John James Audubon, Landscapes – e.g. Thomas Cole, Native American subjects – e.g. George Catlin) The development of photography as a new medium that impacted visual art (e.g., Matthew Brady)</p>

Big Idea/Purposes for Creating the Arts (3) Reporting Category

The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature, and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations, and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

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Music		
<p>AH-06-3.1.1 Students will identify or explain how music fulfills a variety of purposes. DOK 2</p> <p><i>Purposes of music:(reasons for creating music)</i> <u>Ceremonial</u> -music created or performed for rituals or celebrations, (e.g., patriotic music, music for worship) <u>Recreational</u> - music for entertainment, (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby) <u>Artistic Expression</u> - music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</p>	<p>AH-07-3.1.1 Students will identify or explain how music fulfills a variety of purposes. DOK 2</p> <p><i>Purposes of music:(reasons for creating music)</i> <u>Ceremonial</u> -music created or performed for rituals or celebrations, (e.g., patriotic music, music for worship) <u>Recreational</u> - music for entertainment, (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby) <u>Artistic Expression</u> - music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</p>	<p>AH-08-3.1.1 Students will compare or explain how music fulfills a variety of purposes. DOK 2</p> <p><i>Purposes of music:(reasons for creating music)</i> <u>Ceremonial</u> -music created or performed for rituals or celebrations, (e.g., patriotic music, music for worship) <u>Recreational</u> - music for entertainment, (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby) <u>Artistic Expression</u> - music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</p>

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6 th Grade	7 th Grade	8 th Grade
Dance		
<p><i>AH-06-3.2.1 Students will identify or explain how dance fulfills a variety of purposes. DOK 2</i></p> <p><i>Purposes of dance:(reasons for creating dance)</i> <i>Ceremonial -dances created or performed for rituals or celebrations (e.g., dances of Native Americans and West Africans to celebrate life events such as harvest, ritual dances associated with worship)</i> <i>Recreational - dancing for recreation, to support recreational activities, (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)</i> <i>Artistic Expression – dance created with the intent to express or communicate emotion, feelings, ideas, information, (e.g., ballet, tap dance, narrative dance, dance created and performed in a concert and/or theatrical setting for an audience)</i></p>	<p><i>AH-07-3.2.1 Students will identify or explain how dance fulfills a variety of purposes. DOK 2</i></p> <p><i>Purposes of dance:(reasons for creating dance)</i> <i>Ceremonial - dances created or performed for rituals or celebrations (e.g., dances of Native Americans and West Africans to celebrate life events such as harvest, ritual dances associated with worship)</i> <i>Recreational - dancing for recreation, to support recreational activities, (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)</i> <i>Artistic Expression – dance created with the intent to express or communicate emotion, feelings, ideas, information, (e.g., ballet, tap dance, narrative dance, dance created and performed in a concert and/or theatrical setting for an audience)</i></p>	<p><i>AH-08-3.2.1 Students will compare or explain how dance fulfills a variety of purposes. DOK 2</i></p> <p><i>Purposes of dance:(reasons for creating dance)</i> <i>Ceremonial - dances created or performed for rituals or celebrations (e.g., dances of Native Americans and West Africans to celebrate life events such as harvest, ritual dances associated with worship)</i> <i>Recreational - dancing for recreation, to support recreational activities, (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)</i> <i>Artistic Expression – dance created with the intent to express or communicate emotion, feelings, ideas, information, (e.g., ballet, tap dance, narrative dance, dance created and performed in a concert and/or theatrical setting for an audience)</i></p>

Big Idea/Purposes for Creating the Arts (3) Reporting Category

The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature, and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations, and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

6 th Grade	7 th Grade	8 th Grade
Drama		
<p>AH-06-3.3.1 Students will identify or explain how drama/theatre fulfills a variety of purposes. DOK 2</p> <p>Purposes of Drama/Theatre:(reasons for creating dramatic works) <u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., social change, express or communicate universal themes, to interpret and recreate information, ideas, and emotions) <u>Passing on tradition and culture</u> -to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, religious ritual and ceremony) Recreational – drama as recreation and for recreational events (e.g., for entertainment, diversion, festivals) <u>Artistic Expression</u> – drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g. dramatic works created and performed in a theatrical setting for an audience)</p>	<p>AH-07-3.3.1 Students will identify or explain how drama/theatre fulfills a variety of purposes. DOK 2</p> <p>Purposes of Drama/Theatre:(reasons for creating dramatic works) <u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., social change, express or communicate universal themes, to interpret and recreate information, ideas, and emotions) <u>Passing on tradition and culture</u> -to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, religious ritual and ceremony) Recreational – drama as recreation and for recreational events (e.g., for entertainment, diversion, festivals) <u>Artistic Expression</u> – drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g. dramatic works created and performed in a theatrical setting for an audience)</p>	<p>AH-08-3.3.1 Students will compare or explain how drama/theatre fulfills a variety of purposes. DOK 2</p> <p>Purposes of Drama/Theatre: (reasons for creating dramatic works) <u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., social change, express or communicate universal themes, to interpret and recreate information, ideas, and emotions) <u>Passing on tradition and culture</u> -to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, religious ritual and ceremony) Recreational – drama as recreation and for recreational events (e.g., for entertainment, diversion, festivals) <u>Artistic Expression</u> – drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g. dramatic works created and performed in a theatrical setting for an audience)</p>

Big Idea/Purposes for Creating the Arts (3) Reporting Category		
The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature, and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations, and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.		
6 th Grade	7 th Grade	8 th Grade
Visual Arts		
<p><i>AH-06-3.4.1 Students will identify or explain how art fulfills a variety of purposes. DOK 2</i></p> <p><i>Purposes of Art:(reasons for creating art)</i> <i><u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies</i> <i><u>Artistic Expression</u> - artwork to express or communicate emotions, ideas, feelings (e.g., for self expression, to decorate or beautify objects)</i> <i><u>Narrative</u> - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events</i> <i><u>Functional</u> - artistic objects used in everyday life</i> <i><u>Persuasive</u> – artworks that promote ideas, philosophies, or products (e.g. advertising, marketing, propaganda, ideology, etc.)</i></p>	<p><i>AH-07-3.4.1 Students will identify or explain how art fulfills a variety of purposes. DOK 2</i></p> <p><i>Purposes of Art:(reasons for creating art)</i> <i><u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies</i> <i><u>Artistic Expression</u> - artwork to express or communicate emotions, ideas, feelings (e.g., for self expression, to decorate or beautify objects)</i> <i><u>Narrative</u> - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events</i> <i><u>Functional</u> - artistic objects used in everyday life</i> <i><u>Persuasive</u> – artworks that promote ideas, philosophies, or products (e.g. advertising, marketing, propaganda, ideology, etc.)</i></p>	<p><i>AH-08-3.4.1 Students will compare or explain how art fulfills a variety of purposes. DOK 2</i></p> <p><i>Purposes of Art:(reasons for creating art)</i> <i><u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies</i> <i><u>Artistic Expression</u> - artwork to express or communicate emotions, ideas, feelings (e.g., for self expression, to decorate or beautify objects)</i> <i><u>Narrative</u> - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events</i> <i><u>Functional</u> - artistic objects used in everyday life</i> <i><u>Persuasive</u> – artworks that promote ideas, philosophies, or products (e.g. advertising, marketing, propaganda, ideology, etc.)</i></p>

Big Idea/Processes in the Arts (4) Not A Reporting Category

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

6 th Grade	7 th Grade	8 th Grade
Music		
AH-06-4.1.1 <i>Students will create and notate in similar style answers to musical phrases.</i>	AH-07-4.1.1 <i>Students will create and notate in similar style answers to musical phrases.</i>	AH-08-4.1.1 <i>Students will create and notate in similar style answers to musical phrases.</i>
AH-06-4.1.2 <i>Students will improvise variations on given melodies.</i>	AH-07-4.1.2 <i>Students will improvise variations on given rhythms or melodies.</i>	AH-08-4.1.2 <i>Students will improvise variations on given melodies.</i>
AH-06-4.1.3 <i>Students will compose and notate short pieces of music demonstrating unity/variety, tension/release, and balance.</i>	AH-07-4.1.3 <i>Students will compose and notate short pieces of music demonstrating unity/variety, tension/release, and balance.</i>	AH-08-4.1.3 <i>Students will compose and notate short pieces of music demonstrating unity/variety, tension/release, and balance.</i>
AH-06-4.1.4 <i>Students will use a variety of sound sources to create and perform music.</i>	AH-07-4.1.4 <i>Students will use a variety of musical sound sources to create and perform music.</i>	AH-08-4.1.4 <i>Students will use a variety of sound sources to create and perform music.</i>
AH-06-4.1.5 <i>Students will sing or play alone, and sustain own part in an ensemble, a given piece of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice).</i>	AH-07-4.1.5 <i>Students will sing or play alone, and sustain own part in an ensemble, a given piece of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice).</i>	AH-08-4.1.5 <i>Students will sing or play alone, and sustain own part in an ensemble, a given piece of music with increasingly complex melodies and rhythmic patterns in treble and bass clef (with practice).</i>

Big Idea/Processes in the Arts (4) Not A Reporting Category

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

6 th Grade	7 th Grade	8 th Grade
Dance		
AH-06-4.2.1 <i>Students will create an individual or a group dance with 2-3 other people using dance elements (space, time and force) that incorporates one of the following compositional forms: AB, ABA, call and response, or narrative.</i>	AH-07-4.2.1 <i>Students will create an individual or a group dance with 2-3 other people using dance elements (space, time and force) that incorporates one of the following compositional forms: AB, ABA, call and response, or narrative.</i>	AH-08-4.2.1 <i>Students will create an individual or a group dance with 2-3 other people using dance elements (space, time and force) that incorporates one of the following compositional forms: AB, ABA, call and response, or narrative.</i>
AH-06-4.2.2 <i>Students will create an improvisational dance with complex movements (beginning, middle and end).</i>	AH-07-4.2.2 <i>Students will create an improvisational dance with complex movements (beginning, middle and end).</i>	AH-08-4.2.2 <i>Students will create an improvisational dance with complex movements (beginning, middle and end).</i>

Big Idea/Processes in the Arts (4) Not A Reporting Category

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

6 th Grade	7 th Grade	8 th Grade
Drama		
AH-06-4.3.1 <i>Students will create and perform using elements of drama. (Literary, Technical, Production)</i>	AH-07-4.3.1 <i>Students will create and perform using elements of drama. (Literary, Technical, Production)</i>	AH-08-4.3.1 <i>Students will create and perform using elements of drama. (Literary, Technical, Production)</i>
AH-06-4.3.2 <i>Students will improvise short dialogues and monologues.</i>	AH-07-4.3.2 <i>Students will improvise short dialogues and monologues.</i>	AH-08-4.3.2 <i>Students will improvise short dialogues and monologues.</i>
AH-06-4.3.3 <i>Students will engage in dramatic activities that reflect historical times and cultures.</i>	AH-07-4.3.3 <i>Students will engage in dramatic activities that reflect historical times and cultures.</i>	AH-08-4.3.3 <i>Students will engage in dramatic activities that reflect historical times and cultures.</i>
AH-06-4.3.4 <i>Students will identify the skills necessary for jobs associated with theatre (playwright, director, actor, actress, designers - scenery, props, lighting, sounds, costume, make-up)</i>	AH-07-4.3.4 <i>Students will identify the skills necessary for jobs associated with theatre (playwright, director, actor, actress, designers - scenery, props, lighting, sounds, costume, make-up)</i>	AH-08-4.3.4 <i>Students will identify the skills necessary for jobs associated with theatre (playwright, director, actor, actress, designers - scenery, props, lighting, sounds, costume, make-up)</i>

Big Idea/Processes in the Arts (4) Not A Reporting Category

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

6 th Grade	7 th Grade	8 th Grade
Visual Arts		
<i>AH-06-4.4.1</i> Students will create art for specific purposes using the elements of art and principles of design to communicate ideas.	<i>AH-07-4.4.1</i> Students will create art for specific purposes using the elements of art and principles of design to communicate ideas.	<i>AH-08-4.4.1</i> Students will create art for specific purposes using the elements of art and principles of design to communicate ideas.
<i>AH-06-4.4.2</i> Students will use a variety of art media, processes, and subject matter to communicate ideas, feelings, and experiences.	<i>AH-07-4.4.2</i> Students will use a variety of art media, processes, and subject matter to communicate ideas, feelings, and experiences.	<i>AH-08-4.4.2</i> Students will use a variety of art media, processes, and subject matter to communicate ideas, feelings, and experiences.

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